

Title II of the Higher Education Act Institutional Report

Report Year 1
Academic year: 1999-2000
Fall 1999, Winter, 2000, Summer 2000

Institution name: **Saint Louis University**
 Respondent name and title: Mary O. Dasovich. Ph.D.
 Respondent phone number: 314-977-2493 Fax: 314-977-3214
 Electronic mail address: DASOVICH@SLU.EDU
 Address: 3650 Lindell Blvd.
 McGannon Hall Room 138
 City: St. Louis State: Missouri Zip code: 63108

Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

| Institution Name | Saint Louis University | | | | | | |
|---|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| Institution Code | 6629 | | | | | | |
| State | Missouri | | | | | | |
| Number of Program Completers Submitted | 41 | | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 40 | | | | | | |
| | | | | | Statewide | | |
| <i>Type of Assessment</i> | <i>Assessment Code Number</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Professional Knowledge | | | | | | | |

| | | | | | | | |
|-------------------------------------|-----|----|----|------|------|------|------|
| Principles Learning & Teaching 5-9 | 523 | 5 | | | 135 | 133 | 99% |
| Academic Content Areas | | | | | | | |
| Elem Ed Curr Instruc Assessment | 011 | 15 | 15 | 100% | 1614 | 1547 | 96% |
| Early Childhood Education | 020 | 8 | | | 256 | 256 | 100% |
| Eng Lang Lit Comp Content Knowledge | 041 | 4 | | | 172 | 168 | 98% |
| Mathematics: Content Knowledge | 061 | 2 | | | 126 | 123 | 98% |
| Social Studies: Content Knowledge | 081 | 2 | | | 276 | 269 | 97% |
| French | 170 | 1 | | | 10 | 10 | 100% |
| Other Content Areas | | | | | | | |
| Teaching Special Populations | | | | | | | |
| Special Education | 350 | 3 | | | 207 | 207 | 100% |

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

| | | | | | | |
|---|---|--|--------------------------------|---|--|----------------------------|
| Institution Name | Saint Louis University | | | | | |
| Institution Code | 6629 | | | | | |
| State | Missouri | | | | | |
| Number of Program Completers Submitted | 41 | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 40 | | | | | |
| | | | | Statewide | | |
| <i>Type of Assessment²</i> | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Statewide Pass Rate</i> |
| Aggregate - Basic Skills | | | | | | |
| Aggregate - Professional Knowledge | 5 | | | 144 | 142 | 99% |
| Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.) | 32 | 32 | 100 | 3148 | 3026 | 96% |
| Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.) | | | | 101 | 100 | 99% |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | 3 | | | 319 | 318 | 100% |
| Aggregate - Performance Assessments | | | | | | |
| Summary Totals and Pass Rates⁵ | 40 | 40 | 100% | 3678 | 3553 | 97% |

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 237

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 54
3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

7 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 12

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 4.5
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is 11 weeks full time, 3 weeks par time. The total number of hours required is 370 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit

University, this pursuit is motivated by the inspiration and values of the Judaeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of this mission, the University:

Encourages and supports innovative scholarship and effective teaching in all fields of the humanities, the natural, health and medical sciences, the social sciences, the law, business, aviation, and technology.

Enables an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.

Maintains and encourages programs which link the University and its resources to its local, national and international communities in support of efforts to alleviate ignorance, poverty, injustice, and hunger, to extend compassionate care to the ill and needy, and to maintain and improve the quality of life for all persons.

Strives continuously to seek means to build upon its Catholic, Jesuit identity, and to promote activities, which apply that intellectual and ethical heritage to work for the good of society as a whole.

Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community which facilitates their development as men and women for others.

Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.

Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

2. Educational Philosophy

The Education Unit has dedicated itself to the preparation of *reflective practitioners committed to excellence in service to others*. The Unit aims at instilling four “habits” within its students: the habit of service, the habit of inquiry and research, the habit of self-examination and reflection, and the habit of leadership. These habits are related to and flow naturally from one another. They are cultivated by curricular requirements and offerings, classroom dialogue, regular and intense advising, supplemental programs, research activities and in-service opportunities.

In support of this philosophy, the Education Unit:

Seeks to develop the intellectual, affective, imaginative, technical, social, religious, and spiritual abilities of all students within a community of scholars.

Seeks to form future professionals whose lives are characterized by service that promotes the welfare of those who are constrained by a lack of education and opportunity.

Seeks to cultivate a habit of sound scholarship and research by teaching students the relevance of intellectual excitement, academic inquiry, and scholarly research.

Encourages each student to develop a personal philosophy of life and their own answers to questions of ultimate importance.

Instructs students in the habit of leadership, including the habits of empathy, understanding, and critical thinking, to meet the needs and challenges of today’s educational systems.

3. Conceptual Frameworks

The Education Unit has dedicated itself to the preparation of *reflective practitioners committed to excellence in service to others*. The Unit acknowledges the diversity of students enrolled in its programs, diversity related to ethnicity, gender, culture, social class, personality, style of learning, communication, exceptionality, and decision making processes. The Unit, therefore, seeks an

appropriate balance between action and reflection, between inspiration and verification, between intellect and affect, and between decisive conviction and open curiosity. The program's knowledge base emanates from its philosophy statement and its conceptual frameworks.

The conceptual framework of the Department of Educational Studies is composed of four separate but integrated components: aims, goals, and objectives; content; learning activities; and evaluation. The aims, goals, and objectives of the department support those of the University, the College of Public Service in which the department is located, and the education unit. Together they promulgate the basic assumptions upon which the program is founded: the building of competence through the offering of a sound knowledge base (content) built upon the liberal arts education that is inherent in Jesuit education and exemplified through the college's core curriculum and the teacher preparation curriculum selected by the teacher candidate.

Learning activities refer to those methodologies employed to address individual differences in learning style, attitude, and specific avocation. To this end, the Department of Educational Studies mandates of itself the use of technology in its teaching and in its requirements for expression of learning. It strives to provide a multidimensional learning environment for all teacher candidates, an environment that is monitored by periodic program review and by a multi-faceted assessment process that includes evaluation of the performance of faculty, teacher candidates, and graduates.

The Department of Educational Studies offers programs that prepare teacher candidates to meet the challenges presented to education today and in the future. At the same time, the faculty is cognizant that schooling is but a single dimension of the broad scope of education required in any modern society. The educational challenges of the twenty-first century can only be met when institutions of higher education contribute their expertise to insure educators of the future are critically reflective, socially responsible, and creatively engaged in identifying and responding to the problems and issues facing schools and the families of their students.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State Schools: